

Senator J. William Fulbright and His Educational Exchange Program: The Fulbright Program

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"I have thought of everything I can think of, and the one thing that gives me some hope is the ethos that underlies the educational exchange program. That ethos, in sum, is the belief that international relations can be improved, and the danger of war significantly reduced, by producing generations of leaders, who through the experience of educational exchange, will have acquired some feeling and understanding of other peoples' cultures ... and of differences among these cultures. It is possible—not very probable, but possible—that people can find in themselves, through intercultural education, the ways and means of living together in peace."

(J. William Fulbright, 1905-1995)

Educational exchanges flowed from the humanistic tradition of American scholarship. These scholars drew heavily on European cultural sources, while contributing their own considerable insights and research techniques. One such scholar, Charles Rufus Morey, a young American professor of art and archeology from Princeton, went to Rome's prestigious American Academy in 1904. Morey became known as a great art historian of the early Christian period. Morey returned to Rome in 1945 and until 1950 he was the U.S. cultural attaché. While there, he also served uniquely for three years as director of the American Academy. Morey in 1948 founded the binational Fulbright program in Italy. He influenced many intellectual exchanges. Morey was part of the

distinguished group of American scholars engaged in personal cultural exchanges before the exchanges became officially institutionalized.

Around the time Morey first went to Rome, the first privately endowed cultural exchange program started in England using the 6-million-pound estate of Cecil Rhodes. The Rhodes scholarships were created with a stated imperial, not at all binational, objective. The South African diamond merchant envisioned a world under British rule. The Rhodes scholarships enabled Americans, Germans, and British colonial subjects to attend Britain's elite universities. Thirty-two awards were earmarked each year for students from the United States.

One Rhodes scholar in 1925 was a young college graduate from Arkansas, J. William Fulbright. This man's eventual contribution to scholarly exchange may be regarded—ironically, given Cecil Rhodes's attachment to British imperialism—as Rhodes's unanticipated achievement. For the young, impressionable Fulbright, who had not seen an ocean, a major American city, let alone a foreign country, never forgot the enlightening, broadening experience of studying at Oxford and living in another civilization. He stayed abroad for four years and returned home with two Oxford degrees. "It was almost like a dream," Fulbright recalled later. He ascended rapidly to the U.S. Senate. In 1944, with the war still raging, he spent a month in England at the Conference of Allied Ministers of Education. There, he was further inspired to promote the exchange of students. The purpose, he told the U.S. Senate Appropriations Committee hearing (1945), "is to try to bring about a fairer understanding of the history of each of these countries....instead of emphasizing the differences." Fulbright added, "It inherently has an element of promoting mutual security." He decided that year to create an American scholarly exchange. "I was looking for intellectual leaders who could be political leaders," Fulbright said.

Though little remembered, it was Fulbright, the unusual first-year representative in Congress, who secured passage of the resolution calling for the creation of, and U.S. membership in, a United Nations organization. It would have "international machinery with power to prevent further aggression." Fulbright would also fight for the Bretton Woods Agreement, which established the World Bank and the International Monetary Fund.

In 1945, again a freshman, this time in the U.S. Senate, Fulbright almost surreptitiously initiated an intellectual exchange program for the

United States. It would become in the next decades the centerpiece of American private as well as public intellectual exchange programs.

In 1941, the State Department initiated an educational and cultural exchanges with China. This was the U.S. government's initial international educational exchange outside the Americas. In 1946, the first official peacetime program of information and cultural affairs envisioned a long-term operation eliminating the wartime propaganda functions. The new program would focus on "peoples" rather than governments. The same year (1946), the first peacetime foreign-policy review of U.S.-Soviet relations, drafted by Clark Clifford as a top-secret report for President Truman, proposed "cultural [and] intellectual interchange" along with economic measures "to demonstrate to the Soviet Union that we have no aggressive intentions, and that peaceable coexistence of capitalism and communism is possible."

The Mutual Educational Exchange Program of the Fulbright Program named in honor of Senator J. William Fulbright—who first proposed it—was established by the U.S. Congress in 1946.

From Rhodes to Fulbright Scholarship

As adapted to the Fulbright Program, the Rhodes model of converging multinationalism among a few nations became a global system of binational exchanges, each between the United States and a partner nation. Within each exchange, grantees move in both directions, ideally in balanced numbers. By this system the United States has exchanged grantees with around 150 nations. With each of 50 of those nations binationalism is further institutionalized by an executive agreement (made, on the U.S. side, by authority of the U.S. Congress) that establishes a binational commission to administer the exchange in the partner nation. The result is a worldwide network of binational exchanges, each responsive to the needs of both nations.

Such binationalism was a primary objective of Senator Fulbright. "I had not wanted this to be solely an American program," he wrote. "In each country, binational commissions were to develop the kind of program that made sense to them—what kinds of students, or teachers and professors, should be selected, what kind of research work. The binational commissions would make their recommendations to the [Fulbright Scholarship Board], which had the final authority, but the

commissions' recommendations were usually followed..... The binational commissions and the way they have been administered have protected the program against political and cultural bias."¹

According to the vision of Senator Fulbright grants should be made to individuals who are, or are likely to become, community leaders. Some may believe that Fulbright grants should be awarded chiefly to educators, actual or prospective. Their explanation is the "multiplier effect"—the idea that, because of the large number of students an educator can motivate, grants to educators have the broadest social impact. Senator Fulbright, too, sought a "multiplier effect", but he visualized it more expansively as including community leaders of all professions.

"There is a **multiplier effect** in international education," he wrote, "and it carries the possibility—the only real possibility—of changing our manner of thinking about the world, and therefor—of changing the world. For every **university professor** whose outlook has been broadened by study in another country, many thousands of students will gain some measure of intercultural perspective. For every **business person** who has studied in another country, many associates are likely to gain some appreciation of the essential futility of nationalistic economic policies and of the way in which an international division of labor benefits all countries. For every **politician or diplomat** who, through study abroad, has gained some appreciation of the world as a human community, untold numbers of ordinary citizens, as well as their leaders, may be guided away from parochialism and narrow nationalism to broader, more fruitful perspectives."²

No person has spoken more eloquently of that purpose of the program than Senator Fulbright himself:

"The essence of intercultural education is the acquisition of empathy—the ability to see the world as others see it, and to allow for the possibility that others may see something that we have failed to see, or may see it more accurately...

The simple, basic purpose of the exchange program we initiated over forty years ago is to erode the culturally rooted mistrust that sets nations against one another. Its essential aim is to encourage people in all countries, and especially their political leaders, to stop denying others

¹ The Price of Empire, p. 215.

² The Price of Empire, p. 231.

the right to their own view of reality and to develop a new manner of thinking about how to avoid war rather than to wage it.”³

The History of the Program

The first binational Fulbright agreement—that between China and the United States—was signed in Nanking on November 10, 1947, one year and three months after President Truman approved what became known as the Fulbright Act. Public Law 584 of the 79th Congress, approved August 1, 1946 was cleverly rushed through Congress by young Fulbright as an amendment to the Surplus Property Act of 1944. The amendment stipulated that foreign credits earned overseas by the sale of surplus U.S. wartime property could be used to finance studies, research, instruction, and other educational activities of Americans in institutions of higher learning abroad. A ten-person (later expanded to twelve) uncompensated Board of Foreign Scholarships appointed by the president was created to oversee the program. In 1990, the Congress honored the founder of the program by changing the name to the J. William Fulbright Foreign Scholarship Board.

Funding for the Fulbright program began in 1948 with the passage of the U.S. Information and Educational Exchange Act.

In 1958, the past value of the Fulbright program was assessed by John T. and Jeanne E. Gullahorn. More than 100 former grantees from nine Midwest states were interviewed. Some findings: between 97 percent and 93 percent said that living as a foreigner was maturing, one of their life's most valuable experiences. Their interest in international affairs increased, and by living abroad they gained considerable perspective on the United States. Their university superiors agreed the Fulbright awards had been beneficial not only for the grantee but for other faculty and students as well. Ninety-two percent of the Fulbrighters believed that receiving the award had been beneficial to their professional careers. More than half (53 percent) said they had maintained contact with individuals abroad on a professional basis.

The concept of binationalism and mutual benefits inherent in the Fulbright exchanges was increasingly recognized in academe and the Congress. Yet the world was different from the immediate post-war era into which the Fulbright Act was quietly born. Now (1961), President

³ The Price of Empire, p. 217–219.

Kennedy was in the White House. Technological and scientific education were top national priorities. The Soviet's Sputnik had been orbiting. Education, at home and abroad, was a concern of Congress. It consolidated educational exchanges under the basic congressional mandate—the Mutual Educational and Cultural Exchange Act of 1961. The Fulbright-Hays Act sought “to provide for the improvement and strengthening of the international relations of the United States by promoting better mutual understanding among peoples of the world through educational and cultural exchanges.” Fulbright-Hays, still the operative legislation today, added significant programs to cultural exchange.

The Fulbright-Hays Act is the charter that continues to set the tone, coordinate, and provide legislative support for diverse educational and cultural exchanges. The act specifically requires the president to “insure that all programs... shall maintain their non-political character and shall be balanced and representative of the diversity of American political, social and cultural life. The President shall insure that academic and cultural programs... shall maintain their scholarly integrity and shall meet the highest standards of academic excellence or artistic achievement.” Then Secretary of State Dean Rusk hailed the Fulbright-Hays Act as “a milestone on the road to wider recognition that these constructive and creative activities are one of man's best hopes for world peace.”

John Foster Dulles—probably to ward off further demagogic attacks on the State Department from Senator Joseph McCarthy—removed information programs from the department and placed them in the newly created United States Information Agency (USIA). The Fulbright program was not considered politicized when educational and cultural affairs were managed in the autonomous Cultural bureau (CU) in the State Department. CU and particularly the Fulbright program, received few, if any, particular directives from the State Department. The Fulbright program was seen as valuable, prestigious, and not threatening to the State Department's daily policy interests. The program was generally assumed to be “in the national interest.” And by 1977 scholarly exchanges, along with USIA's cross-border radio broadcasts and visits to the United States from foreign leaders, were regarded as “public diplomacy.”

On the fortieth anniversary of the original Fulbright Act, two members of the USIA staff writing in the *Foreign Service Journal* said

that the Fulbright program “never had a formal list of political objectives.”

For America, the Fulbright program may be the most important legislation affecting the nation’s social and political culture since the Morrill Act of 1862 created the land grant universities and county-agent educationalists. The Fulbright program takes federal support for education a further step. The program supports the internationalizing of education in participating countries and enhances America’s contribution to education in other countries. By its emphasis on individual scholarship the Fulbright program helps to develop civic culture, one of the necessary components for a functioning democratic society.

The program operates in around 150 countries worldwide. Since its inception over 60 years ago, approximately 300,000 Fulbrighters have participated in the program including 36 Nobel laureates, 60 Pulitzer Prize winners, one Secretary General of the United Nations Organization, many Heads of State as Prime Ministers and Ministers of Foreign Affairs, artists and ambassadors, professors and physicians, court justices and CEOs.

These Fulbrighters, past and present have enabled the Fulbright Program to become the world’s largest and most prestigious scholarly exchange program.

A Moving Affirmation

When Senator Fulbright died in 1995 the great outflow of world press comments that marked Senator Fulbright’s death was a moving affirmation of his global prominence. They included the following:

“Fulbright...was one of the most influential Americans of the century...” (*Daily Telegraph*, London)

“The successful Fulbright fellowships have been described by a master of Pembroke college, Oxford, as ‘the largest and most significant movement of scholars across the face of the earth since the fall of Constantinople in 1453.’” (*Independent*, London)

“[Senator Fulbright was] one of the politicians who had the strongest influence on U.S. diplomacy in the 30 years that followed the end of World War II...” (*Le Figaro*, Paris)

“[He] characterized the best in American tradition...” (*Dagens Nyheter*, Stockholm)

Those comments join in common appreciation of the moral tenacity of Senator Fulbright's statesmanship and the world-changing significance of the scholarships he persuaded the Congress of the United States to create. That appreciation echoes in these words of President Clinton's eulogy:

"In the work he did, the words he spoke and the life he lived, Bill Fulbright stood against the 20th century's most destructive forces and fought to advance its brightest hopes... The Fulbright Scholarship Program is a perfect example of Bill Fulbright's faith—different kinds of people learning side by side, building what he called 'a capacity for empathy, a distaste for killing other men, and an inclination for peace.'"

Aims and Management Structure of the Program

The goals declared in the proposal for launching the program did not change basically during the course of the years. The most important one among them is "to promote better understanding between the United States and other nations". It is a fact, that those who have spent longer period in an other country with the help of a scholarship, could get better familiar with its inhabitants, culture, values and problems. It is also true, that they can better estimate the values of their own country. Due to their personal experiences, most of the former Fulbrighters became deeply devoted to mutual understanding.

The program used to be administered by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. From 1978 to 1999, these tasks were performed by the United States Information Agency (USIA), according to policy guidelines set forth by the J. William Fulbright Foreign Scholarship Board (FSB). This Board is comprised of twelve members in the fields of education and public administration. Appointed by the President(s) of the United States, these individuals formulate policies and procedures and select criteria for the Fulbright Program. Board members also approve the final candidates for awards. From 1999 on the Educational and Cultural Affairs Bureau (ECA) of the Department of State has been supervising the Fulbright exchange program.

The primary source of funding for the Fulbright Program is an annual appropriation by the U.S. Congress to the U.S. Department of State. In addition, partner nations as well as host institutions in the United

States and abroad contribute through direct funding and indirect support such as salary supplements, tuition waivers and university housing. The total U.S. Government funds for the period of 1947–2010 were more than USD 3 billion.

We can truly state, that the Fulbright Program has proved to be one of the best investments of the United States. During the past 60+ years more than 120,000 U.S. citizens and 180,000 from abroad participated in the program, among them such prominent persons, like Willy Brandt the former German Chancellor, Javier Solana the former Secretary General of the North Atlantic Treaty Organization, the famous Italian writer Umberto Eco, and Nobel Prize awarded economist Milton Friedman, to mention only a few of them.

The prestige of the Fulbright Program is highly assured by the Fulbright Prize established in 1993. It is similarly prominent as the Nobel Prize for Peace. The Prize is awarded to those who have played significant role in increasing mutual understanding between the people of the United States and the people of other countries. The inaugural Fulbright Prize was awarded to Nelson Mandela, President of the Republic of South-Africa in 1993. Jimmy Carter former U.S. President received the 1994 Prize.

The Main Components of the Fulbright Program

– The Fulbright Student Program

For U.S. and foreign graduate students and graduating seniors.

- In 2008, 1,526 Americans studied abroad with either full or partial support from the Fulbright Program. This figure includes the Fulbright English Teaching Assistantships Program. In the same year, 3,193 foreign students were offered new or renewed grant awards for study at U.S. universities. This figure includes the Fulbright Foreign Language Teaching Assistant Program.

– The Fulbright Scholar Program

For U.S. and foreign scholars and professionals to lecture and/or conduct research in a wide variety of academic and professional fields, including the humanities, social sciences, physical sciences, and business administration.

- In 2008, 1,167 Americans studied and taught or conducted post doctoral research and 828 visiting scholars went to the United States to lecture or conduct post doctoral research for an academic year or term. Of these, 42 Scholars-in Residence spent up to a year teaching on U.S. college and university campuses.

– **The Fulbright Teacher Exchange Program**

For U.S. and foreign teachers primarily at the secondary level—often a one-to-one exchange.

- In 2008, 350 teachers and administrators from 27 countries participated in semester and year-long classroom exchanges or shorter-term specialized seminars.

– **The Hubert H. Humphrey Fellowship Program**

The Hubert H. Humphrey Fellowship Program promotes leadership development in professional fields critical to U.S. relations with developing and transitioning countries. The program brings mid-career professionals from around the world to the United States for a year of academic coursework, professional development, and leadership training. Grants are given in various fields, including public health, economic development, finance and banking, environmental management, educational planning, higher education administration, and law and human rights. In 2008, there were 163 Humphrey Fellows from 90 countries.

U.S. Department of Education

The overseas International Education and Foreign Language Studies programs, authorized by section 102(b)(6) of the Fulbright-Hays Act, are administered and funded by the U.S. Department of Education (USED) under a Congressional appropriation to USED. They are one way programs designed to promote and improve the nation's resources in the less commonly taught languages (LCTLs) and the areas of the world in which those languages are spoken.

In 2008, four Fulbright-Hays programs supported a total of 1,061 American teachers and prospective teachers, who received their support through U.S. institutions of higher education, organizations or interagency agreements. These programs are:

- The Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Program;
- The Fulbright-Hays Faculty Research Abroad (FRA) Program;
- The Fulbright-Hays Group Projects Abroad (GPA) Program;
- The Fulbright-Hays Seminars Abroad Program

The Seminars Abroad Program provides four- to six-week summer seminars, designed by USED and Fulbright commissions, for K-12 teachers in foreign languages, social sciences and humanities, administrators and curriculum specialists of state and local educational agencies, and college faculty. Upon their return, participants are expected to share their broadened knowledge and experiences with students, colleagues, members of civic and professional organizations, and the public in their home communities. Individual participants are evaluated by the U.S. Department of Education, with the assistance of academic review panels, and then submitted to the J. William Fulbright Foreign Scholarship Board for final selection. Overseas activities are supported by USED funds under the terms of inter-agency agreements between USED and the State Department. In 2008, six seminars involving 96 participants were funded. (Hungary hosted such seminars eight times till 2010.)

Historical Background of the Program in Hungary

At the end of the 1940's and in the next decades, according to the political situation, there seemed to be little prospect for Hungary—and also for other countries in the region—to participate in the Fulbright Program. The signing of the cultural agreement between Hungary and the U.S. resulted favorable conditions shortly after the return of the coronation regalia back to Hungary in 1978.

In the AY of 1978/79 the program started with the participation of one Hungarian and one American citizen, each spending one month in each others' country. In the course of the years the number of grantees has gradually grown, and by the beginning of the 90's this number was already 35–45 on both sides.

Thanks to the EEI (East European Initiative) and other special financial supports Hungary could have these higher figures of participants. There are no such extra financial resources for Hungary now this is why the present figures are around 30–30.

The year 1990 has brought a significant change in the history of the program in Hungary. The Republic of Hungary and the United States of America signed an agreement on December 6, 1990 to establish a Hungarian-American Commission for Educational Exchange (Fulbright Commission). Hungary was one of the first countries in our region that joined the group of nations participating in educational exchange programs administered by Fulbright Commission.

The agreement has been renewed in March 2007.

Fulbright Program in Hungary

The goal of the Hungarian-American Fulbright Commission for Educational Exchange is to support educational and research programs which are in harmony with the spirit of the signing partner states and which receive financial support from the two governments. The Fulbright Commission organizes the exchange of Hungarian and American graduate students, teachers, scholars, researchers, lecturers and artists. The aim of the office is to increase the visibility of the Fulbright Program in Hungary, to enhance the viability of Hungarian-American relations, and to encourage possibilities for scholarly exchange between the two countries. During the course of the past almost 30 years around 850 Hungarians and 900 Americans participated in the U.S.—Hungarian exchange program.

Management Structure

The highest decision making body of the Commission is the Board. Five members are citizens of the United States and five are citizens of the Republic of Hungary, all are prominent personalities in the scholarly and economic communities. Respectively, two members are representatives of the diplomatic mission of the United States in Hungary and of the Hungarian Government. The Ambassador of the United States of America to Hungary and the Minister of Education of the Republic of Hungary serve as honorary chairmen of the Board.

There were many prominent chairs of the Fulbright Board in Hungary. One of them was Professor Zoltán Abádi-Nagy who served from 1996 to 1999 and from 2002 to 2008. He chaired the Board when we celebrated the 10th anniversary of the establishment of the Fulbright Commission in Budapest.

The Fulbright office in Budapest works as a foundation. The bigger part of the program's budget (cca. 80%) is provided by the United States, however the Hungarian partner significantly contributes to the budget right from the opening of the Fulbright Commission. This means not only financial support, but in-kind contribution, too, since the Hungarian partner provides the office rooms and utilities to run the Commission. Fund raising is an important source of money to help more Hungarian students to go to the U.S. In the Academic Year of 2010–2011 we will have 7 more student grantees who will get a grant (including support for covering tuition fee) to study or do research in the United States.

Grant possibilities

The Fulbright Program accepts candidates from the different fields of science and arts. Priority is given to the social sciences and humanities as they relate to the United States and Hungary. Emphasis is given to subjects related to the social, economic and political changes in Hungary. Other fields connected with contemporary Hungary are also considered, such as environmental protection, business administration, management of nonprofit organizations, privatization, studies on democracy, health care, public law and others. The Commission also focuses special attention on fields where Hungarian-American cooperation promises long term benefits.

In the spirit of the Fulbright Program special preference is given to candidates who are willing to share their experiences and knowledge in the broadest possible way.

The Fulbright Program offers the following grants for Hungarian candidates:

- graduate student grants (postgraduate studies or research for achieving higher degrees, Ph.D.);
- grants for researchers;
- grants for university lecturers;
- teacher exchange grants;
- supplementary grants in all grant categories for those who need some additional financial support.

The duration of the graduate student grant is typically 9–10 months (2 university semesters); that of the lecturer grant is 5 or 9 months (1 or 2

semesters) and research grants are for 3–9 months; highschool teachers grant is for one school-year.

All awards are subject to budget appropriations. The grants can be obtained by an open competition. Basic eligibility requirements are Hungarian citizenship, university or college graduation and English proficiency. The applications are evaluated by a committee of American and Hungarian experts. The final decision is made by the Board of the Hungarian Fulbright Commission.

Grant possibilities for Hungarian citizens are announced in February each year in daily newspapers, local papers, university papers and through Internet. To provide broader information on the Fulbright Program's grant possibilities and advising on a successful application, the office organizes short seminars in several university sites throughout the country (annually 10 or more of them from Sopron to Nyíregyháza). The many acquired information help in preparing the appropriate American style curriculum vitae and workplan not only for a Fulbright grant but also for other fellowship applications.

Great emphasis is given on spreading information on the program throughout the country. It is a pleasure, that during the past years the number of applicants from Budapest and out of Budapest has been continuously growing. According to the impressions of the experts participating in the evaluation procedure, it is true, that there are many applicants with great professional knowledge and excellent proficiency in English. Annually, there are 10–15 Hungarian students, 3–5 lecturers, 8–10 researchers and 3–6 highschool teachers awarded by the Fulbright Scholarship to travel to the United States.

As declared in the guidelines of the Fulbright Program only those candidates are accepted who, after returning from abroad, intend to serve their country's scientific, educational and intellectual sphere.

Spending a certain period of time in the United States, Fulbright scholars will have the chance to better understand the inhabitants, culture, everyday life and values of the host country. They may get a lot of help from Alumni associations, i.e. from local organizations of former Fulbrighters.

Long Lasting Effects

During the course of years about 900 Hungarians went to the U.S. as Fulbright grantees and around 980 American citizens came to Hungary. Many of our Hungarian grantees have had important leading role in our economy, national and international business, have pivotal role in our higher education as professors, university administrators, or serve as members of the government or being famous artists.

A few examples:

Prof. Dr. Zoltán Abádi-Nagy, Rector of the Kossuth Lajos Tudományegyetem, Debrecen; Vice Rector of the University of Debrecen; AY 1987–1990, University of Minnesota, University of Oklahoma and University of California, Irvine

Prof. Dr. Sándor Damjanovich, Member of the Academy, AY 1996–1997, National Cancer Institute, Bethesda, MD

Ms. Judit Elek, Film Director, AY 1993–1994, Jewish Theological Seminary of America

Dr. Zoltán Fejős, Director, Museum of Ethnography, AY 1992–1993

Dr. Mária Gödény-Polony, National Institute of Oncology, AY 1996–1997, University of California, San Francisco

Dr. Zoltán Illés, Member of Parliament; AY 1995–1996, University of North Carolina

Dr. Géza Jeszenszky, Former Minister of Foreign Affairs, AY 1984–85, University of California

Dr. András Láncki, Director, Institute for Political Science, Corvinus University of Budapest, AY 1997–1998, Louisiana University

Dr. András Nagy, Former President of the Hungarian Centre of the International Theatre Institute, AY 1998–1999, St. Olaf College

Dr. Katalin Nagy, Dean, University of Szeged, AY 2002–2003, Cornell Medical College, Sloan Kettering Cancer Center

Ms. Szilvia Perényi, Former Vice President of the Organizing Committee of Paralympic Games, Atlanta 1996, AY 1994–1995, Florida State University

Dr. Miklós Persányi, Former Minister of Environment and Water, Director, Budapest ZOO

Ms. Réka Szemerkényi, Former Secretary of State, Foreign and Security Policy, Office of the Prime Minister

Dr. József Temesi, Vice Rector, Corvinus University, AY 1994–1995, University of New Hampshire

Ms. Éva Tóth, writer, Vice President, Hungarian Pen Club, AY 1992–1993

Mr. György Csepeli,

Dr. Péter Dávidházi, Department of 19th Century Literature, Hungarian Academy of Sciences, AY 2002–2003, Columbia University

Prof. Gábor Hamza, Head of Department of Roman Law, Eötvös Loránd University, AY 1989–1990;

Dr. Pál Pepó, Head of Centre for Agricultural Sciences, University of Debrecen, AY 2007–2008, Princeton University

Dr. Gyula Kodolányi, Eötvös Loránd University, AY 1984–1985, University of California, Santa Barbara

Dr. György Such, Director of the Hungarian Radio, AY 1999–2000, University of Missouri

Prof. Elemér Hankiss, Hungarian Academy of Sciences, AY 1987–1988, Woodrow Wilson Center

Mr. Péter Forgács, Film director, AY 2006–2007, New York University

Mr. András Kepes, Reporter, anchor, writer, AY 1985–1986, Stanford University

Dr. Tamás Ungvári, writer, translator, editor, university professor, AY 1986–1987, Claremont-McKenna College

Prof. Péter Scharle, Széchenyi István University, AY 2000–2001, Virginia Polytechnic Institute and State University

Dr. László Vass, Rector of the Budapest College of Communication and Business, AY 1995–1996, American University

Dr. Jenő Bárdos, Head of Department of English Language and Literature, University of Veszprém, AYs 1988–1990, Rutgers—The State University of New Jersey

Prof. Tibor Frank, Director, School of English and American Studies, Eötvös Loránd University, AYs 1987–1991, University of California at Santa Barbara

Dr. István Sértő-Radics, Mayor of Úszka, Recipient of the U.S.—EU Democracy and Civil Society Award (1998), Member and Head of the Hungarian delegation to the EU Committee of Regions, President of the Commission for External Relations, AY 1991–1992 and AY 2002–2003, University of Mississippi

Prof. László Rosivall, Hungarian Academy of Sciences and Semmelweis University, AY 2004–2005, University of Alabama

U.S. Grantees in Hungary

Each year there are 25–35 lecturers, teachers, researchers and postgraduate students coming from the U.S. to Hungary in the framework of the exchange program. As American citizens, they can apply for scholarship in the United States and they are also selected in an open competition. Scholarship possibilities are announced according to the request of the host country e.g. Hungary. Year by year the Commission makes a survey of the Hungarian requests for American Fulbright visiting professors, researchers, students that serves for basis of the award assignment for American applicants.

Before starting their academic year in Hungary, American scholars participate in an orientation course to get acquainted with the history of Hungary, the internal and foreign affairs of the country. They get a survey on the Hungarian higher education system, its development projects, and several fields of her cultural life. As part of the orientation course, participants have the opportunity to go for a Budapest sightseeing and a Szentendre–Visegrád tour.

Above the basic professional functions (research, teaching and studying) the Fulbright program has a key role in the development process of the Hungarian higher education (introduction of new subject fields and new teaching methods; implementation of the credit system and Ph.D. programs; new methods of managing the institutions of higher education; alumni, fund-raising etc.). At present the program has two distinguished chair positions, the Marshall Chair for Political Sciences and the László Ország Chair for American Studies. The latter helps to further improve the better understanding and bridge building between the people of the United States and Hungary.

While staying in Hungary, U.S. scholars get together during the “monthly meetings” to share their work—research experience, to listen to lectures on up-to-date topics i.e. the U.S. aid projects to Hungary, the political situation, the developments in higher education etc.

Participants also had the possibility to visit several great institutions (universities, the Hungarian Academy of Sciences, National Széchényi Library) and to enjoy other programs such as visiting film-shooting, or manufacturing plants etc.

Within the course of time, some “monthly meetings” were broadened and became Fulbright weekends. On the occasion of these two-day meetings out of Budapest American participants may get to know

other university towns, higher education institutions, culture and famous sites of the visited towns. A weekend in Pécs where they had the opportunity to pay a visit to Mohács or the trip to Debrecen which was followed by a memorable visit at the Hortobágy National Park.

The Fulbright Commission gives great emphasis to build professional relationships between the Hungarian and American scholars participating in the program. This kind of "networking" may be developed to a long-term partnership between institutions.

Some years ago a Hungarian Film Series were organized at several university campuses in the United States with the assistance of our former American Fulbright scholars.

Hungarian Fulbright Association

In 1991 former Hungarian Fulbrighters established the Fulbright Association operating as an independent organization to:

- gather Hungarian scholars previously spending their scholarship in the United States and support their cooperation in the spirit of the Fulbright Program;
- keep contacts with Hungarian scholars currently in the United States;
- professional-personal contacts with American scholars in Hungary;
- help building contacts between Hungarian institutes, individuals and American research, educational institutions and experts;
- foster the relationship with other national Fulbright associations and patronize the regular meeting of European Fulbright Associations;
- organize and arrange conferences, excursions and other cultural programs.

In 1996 the Fulbright Program had its 50th anniversary. The Hungarian Alumni Association in full cooperation with the Hungarian Fulbright Commission hosted a worldwide Alumni Conference under the title of **“The Spirit of Global Understanding”**. The conference had contributed to further disseminating the Fulbright spirit worldwide including the altered conditions of Central and Eastern Europe.

In view of the Fulbright spirit the conference focused on the role of the Fulbright Program in fostering mutual understanding of nations, cultural and scientific collaboration. In this context special attention was paid to the role of the international scientific and educational exchange programs in preventing and dissolving conflicts.

The *Spirit of Global Understanding* conference brought together more than 250 Fulbright alumni to meet between August 14–17, 1996 in Budapest, Hungary. The conference was organized in the neo-renaissance palace of the Hungarian Academy of Sciences. The participants were representing 26 different countries of three continents, including Hungarians, Americans, Germans, Italian citizens, a representative of distant Sri Lanka and of Panama.

The general atmosphere of the meeting was very warm, friendly. The awareness of the significance of individual contributions, as well as common efforts, was further increased by the presence and active participation of the distinguished guests of the conference. We were greatly honored by the messages that U.S. President Bill Clinton and Hungarian President Árpád Göncz had addressed to the conference participants, as well as by President Jimmy Carter's memorable speech delivered at the closing lunch.

In 2002 Fulbrighters in Hungary celebrated the tenth anniversary of the establishment of the Fulbright Commission in Budapest and the beginning of the history of the Hungarian Alumni Association. The celebrations (held again in the magnificent building of the Hungarian Academy of Sciences) included a conference (**Fulbright—Challenges and Responses**) and an anniversary gala with the active participation of then present and former U.S. and Hungarian grantees. An exhibition about the history of the Fulbright program in Hungary and about the professional achievements of grantees to and from Hungary was organized, too. The anniversary celebrations—with a great number of international participants—gave an opportunity to those present to further develop the spirit of better understanding and mutual cooperation.

The organizers were extremely glad to welcome the participants of the New Century Scholars Program from 21 different countries. The then brand new component of the ever growing Fulbright Program is an excellent example of how to adapt a well established international exchange program to the needs and requirements of the 21st century. In the frame of the New Century Scholars Program, 30 participants (10 from the United States and 20 from 20 different countries of the world) worked

together on a timely global issue (like Challenges of Health in a Borderless World).

It is worth to mention that during the past more than 62 years, the Fulbright Program has been grown as a globally significant, worthwhile and highly valuable exchange program. It must go on while there is always a base to add new components and initiatives to it like the Alumni Initiatives Award Program or the Senior Specialists Program. Nowadays, there are at least twelve different components (including those offered exclusively to the alumni) of the Fulbright family of grants.

J. William Fulbright

William Fulbright was born on April 9, 1905 in Sumner, Missouri. His mother was a teacher. William inherited his mother's curiosity for the world. He was educated at the University of Arkansas where he was awarded the B.A. degree in Political Science in 1925. He applied for, and was granted, a Rhodes Scholarship.

Fulbright's passion for knowledge began at Oxford and never really ceased. When Fulbright returned to the United States he was an exceptional student at George Washington University Law School. In 1936, Fulbright returned to Arkansas where he was a law professor and three years later, from 1939 to 1941 the president of the University of Arkansas—then the youngest university president in the country.

In 1942, Fulbright began his career in politics—entering Congress at the age of 37. Being both passionate and astute he went on to a 30-year term in Washington. He was entering Congress in January 1943 and becoming a member of the Foreign Affairs Committee.

Fulbright stood up for his beliefs—even if it was politically risky. In the mid-'50s, he opposed Senator Joseph R. McCarthy, he was the only Senator who vote against an appropriation for McCarthy's Permanent Subcommittee on Investigations. In this highly politicized environment, Fulbright was constantly calling for sympathy and understanding.

As Chairman of the Senate Foreign Relations Committee, Fulbright worked hard to understand the nations that dealt with the United States. He never fell prey to the stereotypes of the cold war. He resisted to popular tendency of his times to belligerence and treated Soviet leaders with respect as he sought to reach understanding between peoples. It is in this spirit that the House adopted a Fulbright resolution encouraging participation in what would later become the United Nations.

Senator Fulbright always stood by his convictions. He faced opposition in the Senate. Yet despite popular opposition, Fulbright never gave up hope for a better world. "If one believes that we are aggressive inherently, it makes it almost impossible to feel that we will ever get over this tendency to periodically destroy ourselves, our accumulated wealth and our lives. Or, is this tendency to aggression environmental, a result of experience and training? Of course, I belong to that school." This last statement goes without saying, as does Fulbright's position in American history as one of the country's great humanitarians. In 1963, Walter Lippman wrote of Fulbright: "The role he plays in Washington is an indispensable role. There is no one else who is so powerful and also wise, and if there were any question of removing him from public life, it would be a national calamity."

Fulbright's humanity was a constant throughout his career. Nowhere is this clearer than the educational program that bears his name. The Senator believed that "education is the best means—probably the only means—by which nations can cultivate a degree of objectivity about each other's behavior and intentions....Educational exchange can turn nations into people, contributing as no other form of communication can to the humanizing of international relations."

Without the conviction and passion of Senator J. William Fulbright there could be no Fulbright Program.

He received numerous awards from governments, universities, and educational organizations around the world for his efforts on behalf of education and international understanding. In 1993 he was presented the Presidential Medal of Freedom by President Clinton. The Hungarian Government awarded him the Silver Cross of the Republic of Hungary in 1994.

Senator J. William Fulbright died on February 9, 1995 at the age of 89.

**Statistical History of Hungarian Grantees to the U.S.A.
Number of Applicants for Fulbright Grant and Selected Candidates**

	AY 2010/2011		AY 2009/2010		AY 2008/2009	
	# of applicants	# of grantees	# of applicants	# of grantees	# of applicants	# of grantees
Lecturers	13	2	3	2	2	1
Researchers	35	10	16	8	28	9
Students	86	17	64	12	54	13
Hubert H. Humphrey	6		1	1	3	0
Teacher Exchange	17	6	7	3	11	5
Special		2		1		1
Extension / Renewal						
Total	157	37	91	27	98	29

	AY 2007/2008		AY 2006/2007		AY 2005/2006	
	# of applicants	# of grantees	# of applicants	# of grantees	# of applicants	# of grantees
Lecturers	5	3	8	2	3	0
Researchers	29	8	23	6	29	10
Students	54	10	47	10	45	10
Hubert H. Humphrey	4	1	3	0	5	1
Teacher Exchange	11	5	11	4	11	5
Special		1		0		1
Extension / Renewal		0		0		0
Total	103	28	92	22	93	27

	AY 2004/2005		AY 2003/2004		AY 2002/2003	
	# of applicants	# of grantees	# of applicants	# of grantees	# of applicants	# of grantees
Lecturers	5	2	15	2	12	3
Researchers	23	9	31	11	52	12
Students	43	10	84	11	106	11
Hubert H. Humphrey	9	2	12	1	2	1
Teacher Exchange	11	5	15	5	13	5
Special		2		1		0
Extension / Renewal		4		0		0
Total	91	34	157	31	185	32

	AY 2001/2002		AY 2000/2001		AY 1999/2000	
	# of applicants	# of applicants	# of grantees	# of applicants	# of grantees	# of grantees
Lecturers	10	4	13	5	11	4
Researchers	50	11	33	9	43	7
Students	79	12	91	14	65	14
Hubert H. Humphrey	4	0	5	0	19	3
Teacher Exchange	13	5	13	3	14	3
Special		2		1		1
Extension / Renewal		0		13		7
Total	156	34	155	45	152	39

	AY 1998/1999		AY 1997/1998		AY 1996/1997	
	# of applicants	# of grantees	# of applicants	# of grantees	# of applicants	# of grantees
Lecturers	13	4	14	3	10	3
Researchers	60	10	109	8	107	12
Students	68	15	92	14	89	9
Hubert H. Humphrey		1		1		
Teacher Exchange		3		3		
Special				1		1
Extension / Renewal		5		2		5
Total	141	38	220	32	210	30

	AY 1995/1996		AY 1994/1995		AY 1993/1994	
	# of applicants	# of grantees	# of applicants	# of grantees	# of applicants	# of grantees
Lecturers	7	3	10	7	161	3
Researchers	72	15	92	14	79	14
Students	74	9	54	11	52	10
Hubert H. Humphrey		2				
Teacher Exchange						n/a
Special		3		3		4
Extension / Renewal		8		10		13
Total	163	40	169	45	161	44